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Students to rate professors

Cal State students will soon be given an opportunity to formally evaluate their professors' teaching effectiveness, college officials announced recently.

A program for Student Evaluation of Teaching Effectiveness (SETE), using one rating form, will allow students to evaluate all professors, evaluative results being used in the determination of faculty retention, pro-

motion, and tenure, officials explained.

Passed by the Faculty Senate, the program will be administered on an "exploratory basis" for two quarters. Results of the rating form will then be "tabulated by Institutional Research and forwarded to the Campus-wide RPT Committee."

Officials continued, "The Campus-wide RPT Committee (will) hold these results

in confidence, analyze the use of the form, and report to the Senate by the middle of the Fall term of 1971-72 with recommendations for a plan to be incorporated into RPT procedures."

Routing of the SETE forms will be circular: The College wide RPT Committee will issue such to the division secretary who will distribute them to faculty; faculty members will issue forms

to their students who will complete and return them; faculty members will then deliver the forms to the dean of instruction who will verify returns; the dean, in turn, will deliver the forms to Institutional Research for tabulation; IR will return the forms as well as the tabulations to the College-wide RPT Committee.

Continued on page 15

Pawprint 1971 - 72

Editor sought

Editorship of **Pawprint** for 1971-72 is the principal item to be discussed by the Publications Board on April 14.

Following Article II, Section 1 of the Publications Code, the board must appoint a new editor in April who "shall assume his duties on May 1."

Requirements for the post are as follows: (1) A 2.0 grade point average; (2) two quarters of service on the newspaper staff or one quarter as an executive member, i.e., assistant editor; and (3) at least junior class standing by September.

"If a nominee is not approved by the Publications Board, the nominating body (e.g., **Pawprint**) must make another nomination. If three successive nominees are not accepted by the Publications Board, the board shall select an editor-in-chief. If the board fails to make an appointment by May 15, the board's responsibility shall devolve to the dean of students," the Publications Code states.

"**Pawprint** nominees will be announced at the board meeting," Don Lannon, 1970-71 editor, noted.

Lannon continued, "Students having substantial journalistic experience who are interested in the job, and who would like to be **Pawprint** nominees, should contact me immediately."

Editorship, according to Lannon, takes "about 40 hours per week." For that, "the editor gets \$100 a month."

For further information, students should contact the dean of students and/or Editor Lannon.



NOT A DEAD ISSUE -- **Pawprint** is the issue once again as the 1971-72 editorship comes under discussion.

sbriefsNewsbriefsNewsb

President John M. Pfau announced last month that a request to establish a special parking fine schedule for the college has been granted.

Seven campus organizations, Faculty Senate, ASB, CSEA, Staff Council, UPC, AAUP, and ASB Senate, joined together in a combined effort to enlist the help of President Pfau to secure a reduction in the college fines. Parking fines were raised county-wide last January to \$5 for overtime and \$10 for other parking offenses.

The president was notified that the following rates went into effect on March 1:

Overtime. \$2
Failure to have parking decal. \$2
All other parking violations. \$5

CSCSB's third annual Student Book Collection Contest is now open to all undergraduates. Sponsored by the College Library and the Library Committee, the contest is designed to stimulate interest in book collecting and in reading.

Prizes are worth competing for: 1st prize is \$100 and 2nd prize is \$50 in books of your choice from Zeitlin & Ver Brugge of Los Angeles; and 3rd prize is \$25 in books of your choice from D-J Books of San Bernardino.

Deadline for entries is April 16th. Judging of entries and presentation of awards will take place during National Library Week, April 18-24.

Entry blanks and brochures containing complete information concerning rules are available in the Library. Entries should be submitted to Miss Jeanette Bernthaler, Head of Public Services.

"On our campus an impressive number of pre-registrants indicated an interest in participating in carpools for the Spring Quarter," stated Dr. Elliot Barkan, carpool organizer who reported the following results on the questionnaire contained in the pre-registration packets:

Out of 1,800 questionnaires returned -
46.1% have family demands or work making participation impossible
25.28% are in carpools or have signed up
5.8% walk, use bikes or motorcycles
16.66% have miscellaneous reasons
6.16% are opposed to carpools

Is the library material which you need already packed? (The move is coming up soon, we hope!) Perhaps you can find that material at Armacost Library, University of Redlands. Cooperation between the libraries at Cal State and the University of Redlands has been in operation since January.

The ID card which you show at Cal State for library service will also entitle you to borrow at the University of Redlands.

Rehearsals began last month for the Spring Term production, Shakespeare's "All's Well that Ends Well."

A cast of 16 includes John Archer, Harvey Friedman, Ron Linares, Nick Falcone, Mike Stapleton, Diana Knapp, Barbara Nichols, Juanita Karauski, Doug Coleman, Larry Brown, Paul Boggin, Phil West, David Zwerdling, Alana Meiners, Sandi Gustin, and Audrey Brown.



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people...

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VALERY LINN CONTRIBUTING EDITOR
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The Pawprint is published once a week by and for the students of Cal State, San Bernardino.

The opinions of the Editor-in-Chief are expressed in unsigned editorials. All signed editorials, guest opinions, cartoons, columns, and letters represent the opinions of the artists or writers and are not necessarily those of the Pawprint.

None of the views expressed necessarily represent those of the Associated Students, CSCSB, or the California State College System.

For further information, write: Pawprint, 5500 State College Parkway, San Bernardino, Calif. 92407; 887-6411, Ext. 233.

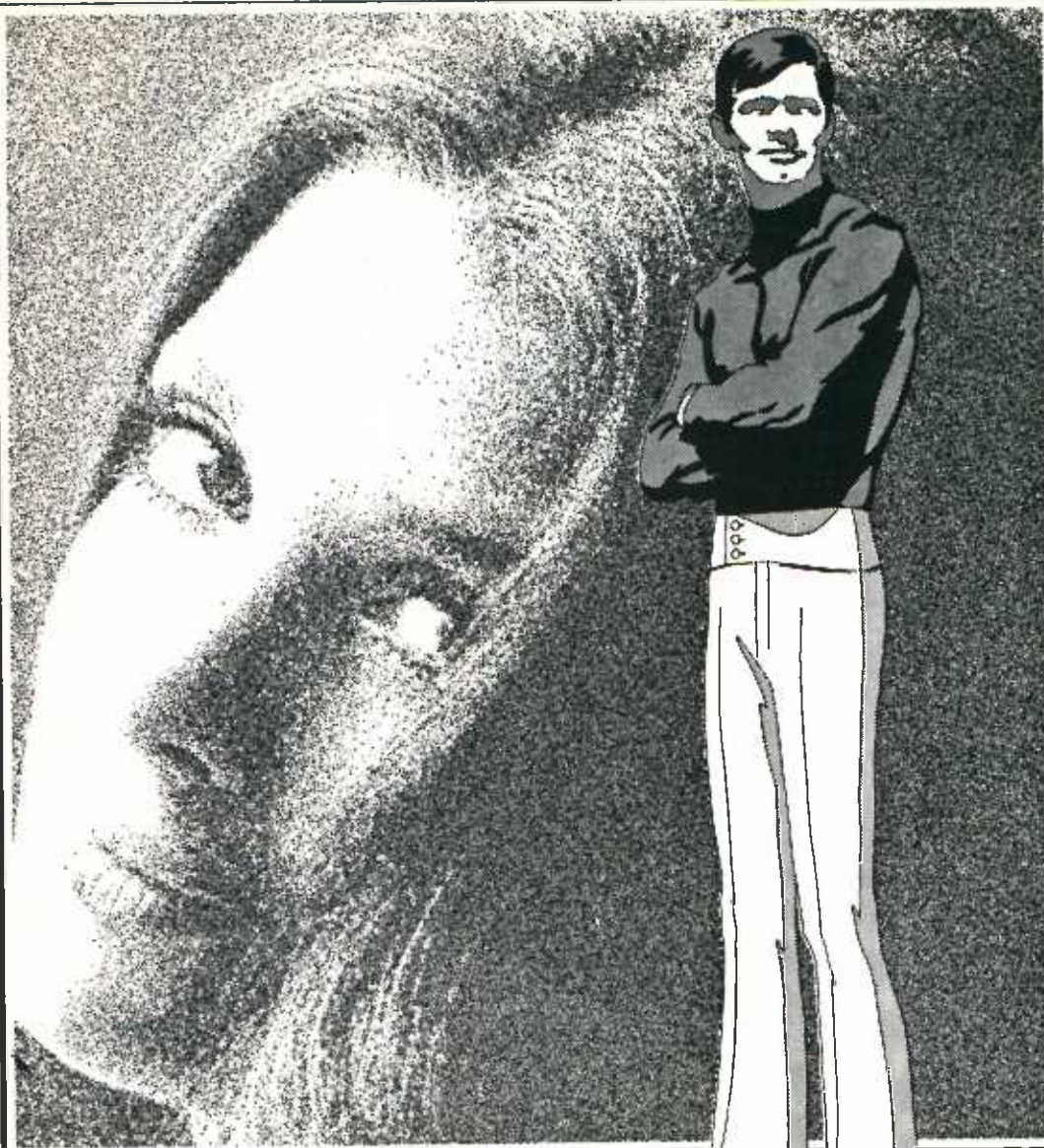
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As of February 18, 1971, President John M. Pfau approved a proposal allowing the editor-in-chief to pay all students the above rates for published material.

Construction currently underway at the Kendall-State College Parkway intersection is part of the Feather River water aqueduct which will carry water through San Bernardino, according to Joseph Remley, Engineer with the Department of Water Resources.

Construction will soon move into the State College Parkway entrance for three-weeks' work. A detour road into the college will be constructed.



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Editor:

'Mr. Monarch'

Editor:

The Senator Hruska award for mediocrity goes this month to Keith Glaser. In his character assassination of "Mr. Monarch," he has reached the heights in irrelevant criticism and ineffective evaluation. If students are to continue to publicly criticize professors, their attempts will have to be more responsible than his.

Tom Leitko

Editor:

We question Pawprint's motives in publishing (an) attack on an excellent professor. Keith Glaser makes it quite obvious which professor's class he is lampooning.

Mr. Glaser's unspecific innuendos and rationalizations indicate an attempt at satiric revenge on a teacher in whose class he did poorly.

This is not the first time that Mr. Glaser has appointed himself critic of this college's curriculum and staff. When Mr. Glaser has some opinions supported by evidence and logic instead of innuendos, we would welcome hearing from him. Until that time, we would urge Mr. Glaser to refrain from wasting his ink.

Derris Clark
Budd Simpson
Michael Gonzales

SS - 210

Editor:

A large number of excellent papers were submitted to the Winter Quarter statistics research paper competition. Once again, the students enrolled in SS-210 displayed creativity and ingenuity on topics ranging from birth control to insect color vision. The winners are:

Sipola, W. Attitudes Toward Modular Housing

Pinson, J. Reactions of Train Dispatchers Under Pressure

The winners may pick up their cash prizes at (my) office.

Frank Mora, Jr.



THE TWO -- Dr. Fred Roach, dean of continuing education, and Mrs. Roma Sill, his number one secretary, work on their assignment: developing higher education services and programs for 900,000 persons.

Education is a constant job

Perhaps this story has a message. Once upon a time, there were two persons — an ex-newspaper editor turned educator, and an attractive housewife.

They were given an assignment: develop higher education services and programs for 900,000 persons in communities sprawled over the 27,295 square miles called Riverside and San Bernardino counties.

Several crises later, The Two (known officially as the Continuing Education staff at CSCSB) became The Five: they were joined by a conscientious ex-Spanish teacher, a pretty young coed and an energetic young man, all three as part-time assistants.

Combining talents, the five stuffed their traveling bags with evening, extended day, summer and "extension" classes, together with miscellaneous and sundry campus and community projects, and set off down a meandering, rocky road.

From the beginning, before arrival of the part-time staff, their itinerary has included communities far removed from campus: Barstow, the Coachella Valley, Little Rock, Riverside's Pass area, and other points.

"Soon after Dr. Fred Roach (dean of continuing education and former newsman) arrived here in the fall of 1969," recalls Mrs. Roma Sill, Number One secretary and gal Friday, "we offered only five extension courses. But today, just over a year later, we've set up 60 (including three day-long conferences)."

"Our job is to deal with communities and people, collectively and individually, in Riverside and San Bernardino counties," offers Dean Roach.

"We are here to open the door to educational opportunity and to give supportive service to as many as we can among those

who need it — college degree candidates, businessmen, teachers, community organizations and others."

Dr. Roach, an Iowa native, graduated from the University of Iowa and published a midwest weekly paper for ten years. In 1965, he earned a Ph.D. degree in government from Claremont Graduate School. He lives with his wife and children, ages 2, 5, 14 and 16, in Highland.

Mrs. Sill, a former CSCSB library assistant, lives with her husband, Sam, in San Bernardino. Her four children include a daughter, Jane Jeffers, who earned her bachelor's degree and teaching credential at Cal State, and a son, Don, today a CSCSB senior.

Glyn Loughner of Yucaipa is a 1966 University of California, Riverside, graduate. He recently taught Spanish at a private school in Mexico. His time is divided between CSCSB graduate studies in Spanish, various Continuing Education chores, and supervising the campus Evening Programs Office.

The other two are student assistant Janet Roudebush, a sophomore anthropology major at Cal State who plans to teach first grade, and Jim Penman, a half-time assistant in the extension and community programs activities of the office.

The five juggle extension courses with their right hand, and free the left long enough to dabble in community college affairs.

Among the off-campus groups and projects with which Continuing Education has worked in its first year are San Bernardino's Operation Second Chance and Welfare Rights Organization; the Regional Medical Program based at Loma Linda University; San Bernardino Schools Career Opportunities Program; YWCA; League of

Women Voters; Urban League; and Riverside County's Head Start program.

On campus, among other things, Dr. Roach has taught a political science course; advises Pawprint; works with the Educational Opportunities Program; and acts as llic and private grants for special instructional, research and service purposes.

How are off-campus extension classes established within CSCSB's twin county service area?

"At first," Dr. Roach smiles, "I personally went out locating classrooms and handling the smallest details... but we're beginning to improve the method somewhat."

Mrs. Sill explains: "We're still experimenting. Now that we've established regional contacts with deans of instruction, principals, community leaders and others, we rely quite a bit upon these people to settle the finer arrangements."

"A year ago, we sent out questionnaires asking teachers in the different cities what sort of extension classes would best suite their communities... For summer session courses, we canvassed students and community groups."

"And several times, people approached us requesting certain kinds of classes. Altogether, it takes quite a bit of cooperation, coordination and just plain hard work."

Occasionally, they take two steps backward for one forward, and a number of the first extension classes offered fell by the roadside. Yet Dean Roach can report, "We've made substantial and adequate gains this fall over last year."

And, from all indications, he intends to continue along the same road with the same idealism and carry much the same load as before.

Prejudice in America: Past and present

EDITOR'S NOTE: This is the first in a series of articles written for Pawprint by Cal State professors. Next week, Dr. Richard Goodman, associate professor of biology, will discuss the "population bomb."

By **DR. ELLIOT BARKAN**
Associate Professor of History

Recent events have now forced upon us a crisis of will, a crisis that demands that we at last establish our willingness to teach about America as it really has been and is, and not only as we would like it to have been. We must remove the gloss and veneer and fill in the gaps that have hidden the full extent of the group conflict, discrimination and exploitation that are as much a part of our history as the achievements that we have so heavily emphasized. Adult Americans were not only awestruck by events of the past dozen years, they could not truly fathom them and were repelled and threatened by them. Had they been better apprised of the patterns of American ethnic history, of the inter-ethnic group conflicts that have filled our past, and of the racism that has persisted throughout all of human history including - very prominently - our own, shock and unpreparedness might have quickly given way to a more thoughtful, more sensitive, more constructive response, one that would have taken into account not only the long unmet needs of Blacks, Mexican Americans, and Indians, among others, but also the deep fears and anxieties of those from whom we were demanding change and concession.

BEHAVIORAL PATTERNS

Patterns of behavior spanning American history exist both for the immigrants and the in-group. In several important instances, historically antecedent prejudices directly influenced the reception accorded the former by the latter. Negroes, Jews, Catholics (particularly the Irish), twentieth century Mexicans, and East Europeans - in a somewhat different way - all found the path of assimilation strewn with obstacles **UPON ARRIVAL**. Others, such as Indians (in another context) and Orientals, suffered a similar encounter **AFTER** contact with the in-group. Two illustrations will suffice.

Negroes were not immediately enslaved in the English mainland colonies even though they were involuntary immigrants; their status **did** steadily deteriorate within the first twenty years, but the legal system of slavery only began in 1660. The Africans' blackness - already a negative feature in English literature by the mid-16th century - was startling to these fair complexioned, North Europeans. The color "radically" set them apart and the English fell back upon the ancient Hebrew-Biblical explanation of it in the story of Ham and his son Canaan. The Africans' apparent "savagery" and heathenness prompted the English to stamp their character and status as inferior and enabled the English to project onto them fantasies and fears which they would not and could not dare admit in themselves. Blacks, they believed, were libidinous, hypersexual, and given to beastiality. In addition to these distorted views, models of slavery in the Barbados and Providence Island, the absence of a powerful countervailing Church, government involvement in slave trading, and the growth of commanding capitalist motives sealed their fate. The full articulation and legalization of Negro inferiority by the English followed as a justification for their new institution.

JEWISH STEREOTYPE

The 1890 census questionnaire, which asked if a mentally unbalanced member of a household was "Jewish, kept in a cell, or restrained by a mechanical device," revealed that one of the most virulent preconceived hostilities in the western world had been carried to America. The stereotype of the Christ killing, arrogant, pushy, conniving, conspiring Zionist Jews is incredibly tenacious. Jews would not convert to the religion of a man they had denounced and their ethnocentrism and defiant conviction of being the chosen people had incensed the new "chosen" people, who vented the same hostility against the Jewish minority that had previously been directed at them. Excluded from a society fragmenting into highly intimate villages, the early Medieval Jews turned to vocations abandoned by the Christians until the revival of the European economy began in the eleventh century and the Christians coveted the Jews' assets. Old hostilities now became justifications for exclusion, expropriation, and expulsion. By the 20th century an immigrant in America could

write that "normally you would not need a reason for hating Jews, it was too old a hatred, too traditional an aversion to need explaining. . . ." Having been left behind in Europe, the reappearance of large numbers of Jews in America, often pursuing the same socio-economic roles, regenerated latent hostilities beginning in the 1870's. The emergence of anti-Semitism also coincided with the enactment of Southern segregation laws, more determined discrimination against Orientals in the West, and a generalized hostility towards immigrants in the East that focused increasingly and more specifically on the newer groups from Southern and Eastern Europe.

NOT EXCLUSIVE

Prejudice is not the exclusive property of Americans. However, we alone have the distinction of having proclaimed ourselves the refuge and asylum for all peoples and, yet, permitting prejudice and a generalized intolerance of diversity to perpetuate virtually unrestrained. Although the causes have varied, we have nearly always feared to live with the different peoples we encouraged to migrate unless they quickly conformed and assimilated. Our treatment of the Indians was the first and most persistent example of that attitude and more so because the Indians were here first.

LAND LUST

Land lust and religious self-righteousness prompted early Americans to treat those pre-civilized, aboriginal peoples with the utmost of contempt and callousness. They labelled the Indians savage heathens, argued that they were obstructing the progress of civilization, and used those views to justify any tactic or deceit to exploit and then expel them from their lands. We tried to coerce them to give up hunting and later the buffalo, to give up the tribe and their communal life, to give up their religion, their warriors and their pride - to change an entire way of life - simply to conform to what the settlers and frontiersmen were familiar with. The immense cultural gap - the milleniums of development that lay between them - meant nothing and has continued to mean little. When Indians declared that young men sent to the white man's schools returned "neither fit for

Continued on page 6

Prejudice in America, cont.

hunters, warriors, nor counsellors," and when many rejected agriculture and mining by asking, in the words of one of their prophets, "Shall I take a knife and tear my mother's bosom? Shall I dig under skin for her bones? Dare I cut off my mother's hair?" even intelligent but uncomprehending Americans could only claim once more that Indians were "hewn from rock" and insist, along with the philanthropists, that the Indians would best be served by leaving their ancestral lands and ancestral lives. As recently as one decade ago our federal Indian policy was still predicated on the belief that destroying the tribes and syphoning the Indians off to the cities was most humane and enlightened.

IMPATIENCE AND GREED

The tireless repetition of impatience, intolerance and greed, paralleling throughout our history our treatment of the Indians, reveals that the pattern of our prejudices and our supremacist self-image have actually been interwoven with a self-doubt and cultural insecurity of profound significance. The recency of our origins, the polyglot composition of our population, the relative openness of our society and politics, and the series of revolutionary alterations in our life style within a short time span have operated to blur our goals and undermine attempts to formulate a clear conception of what an American and Americanism were and are. The diffused theology of the colonial Quakers and the unwritten law tradition of the antebellum South are, I believe, specific analogies, for in both cases the inability to distinguish central from peripheral values and doctrines created a rigidity that precluded all compromise. With our immigrants we have similarly reacted and the more in flux our conditions were the more we so behaved. In fact, one other analogy further clarifies that extreme reaction during times of rapid change. Experiencing severe anxiety arising from acute societal disruption - the result of advancing civilization - the Delawares, Senecas, Cherokees, Shawnees and Paiutes, at different times, turned to prophets urging a resumption of old ways, old values, and the old purity. We, too, were in part reacting to acute societal disruption when we gave free rein to our prejudices against the tidal waves of newcomers.

PREJUDICE PATTERNS

Those patterns of prejudice and rejection have been all too visible. One century ago the fact that the impoverished

Irish had a substantially different background and historical experience from most Bostonians did not yield forbearance. "Instead of assimilating at once with the customs of the country of their adoption," wrote a Boston paper in 1837, "our foreign population are too much in the habit of retaining their own national usages. . . . It would be the part of wisdom to **ABANDON AT ONCE ALL USAGES AND ASSOCIATIONS WHICH MARK THEM AS FOREIGNERS. . .**" Two thousand miles away and 130 years later the lack of sensitivity and forbearance is still apparent. In a recent pamphlet during a controversy in Texas over the prohibition of Spanish speaking on school grounds, a teacher wrote: The Mexicans "are good people. Their only handicap is the bag full of superstitions and silly notions they inherited from Mexico. When they get rid of these superstitions they will be good Americans. . . . When they speak English at home like the rest of us they will be part of the American way. I just don't understand why they are so insistent about using Spanish. They should realize it's not the American tongue." Finally, the pattern is obtrusive today in a different manner, one that is disturbing precisely because of the lack of compassion and sensitivity it reveals. Americans have demonstrated a decided lack of understanding of the dynamics of poverty and race in our ghettos. During the 1960's, we protected property and shot Negro looters, and too few people were willing to acknowledge an eminent sociologist's very sensitive observation. Kenneth Clark explained that people who have been systematically excluded from the middle class could not be expected to perceive themselves as middle class or to behave in terms of those values. Black "inmates of the ghetto" do not respect property because they do not possess it but "are possessed by it," because it has been "an instrument for the perpetuation of their own exploitation," and because it has been "almost invariably used to degrade them." And so the patterns of prejudice and ignorance persist.

ETHNIC HISTORY IGNORED

We must include all aspects of ethnic history in our various curriculums if we are to correct the serious educational imbalances that help perpetuate prejudices. Ethnic history has been unjustifiably ignored, or worse, censored. Once fully taught, it may well provide that enlightenment, that perspective, that awareness, that empathy among those who

will have to make the decisions and solutions. Education that includes comparative ethnic history, even as part of a larger use of psycho-history, will not be our panacea, but it can be a partial antidote to the very important sources of conflict - ignorance, misconceptions, intolerance, frustration and alienation - by encouraging and stimulating open minds among decision makers, demand makers, opinion makers, and the general public. By understanding the historical manifestations of prejudice among and against many groups in America we will far better comprehend the inevitable dynamics of intergroup relationships. Americans must realize and frankly acknowledge that assimilation can no longer presuppose complete surrender of one's past. All our ethnic groups have the right to exist and a need to exist until they no longer feel that need. We must cherish that right to differ without accusing or being accused of disloyalty, to live side by side, pursuing common goals yet ever mindful of the value of our mixed heritages.

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Rowyco sunk, 62-56

By ERIC COHEN
Assistant Editor

Cal State's intramural basketball program concluded ten weeks of action on the final day of the winter quarter. A small crowd of about 30 onlookers were treated to one of the finest games of the season.

The final championship game featured the two top teams in the intramural program: T & H, undefeated in the American League, and Rowyco, the National League's best squad.

During regular season play, both leagues went into round-robin competition, with 11 teams fighting for eight play-off berths. The play-off spots were determined by the eight best win-loss records. A "losers" consolation tournament was also scheduled for the three remaining teams unable to gain a play-off position.

According to Ed Phipps, intramural coordinator, "...the eliminations really worked out pretty well. In the final game, we had the number one and two teams playing each other."

Rowyco brought a 7-1 record into the last game following their win over Jim Perry and the EOP team. T & H downed the Mother Truckers in their semi-final

game to post a perfect 7-0 record. Actually, the championship game was a rematch of the season's opening contest. In that game, T & H beat Rowyco easily by an eight point margin.

Unlike the first meeting, this game was close down to the final minutes. The lead changed hands all through the second half as neither team could break the game open.

Referees Bill Brock (City League) and Robert Lee (English prof at Cal State) were kept busy as both teams went into early foul trouble. Although Phipps, a T & H forward, fouled out early in the fourth quarter, he noted that "...the refs really did a good job. I think that everyone involved in the game will agree with me that they certainly made the game."

Both teams were tight and shot poorly in the opening quarter of play. By the start of the second quarter, Rowyco had pushed in front 12-7. Both teams began to loosen up during the second quarter and by the conclusion of a foul-ridden first half, T & H had regained a slim lead, 31-28.

Throughout the game, T & H used a 2-2 box zone defense. By using the 2-2 zone, T & H always had one man



T & H — Standing, from left to right: Bob Schwirzke, Frank Patterson, Allan Graham, Larry Cutting, and Ed Phipps. Sitting, from left to right: Bill Cassillas, and Rudy Flores.

free to act as an outside rover, following and pressing the ball. The zone was effective in limiting Rowyco's outside shooting. Unable to score from the outside, Rowyco came in and broke the press with driving layups and accurate inside passing.

Moving into the fourth quarter, T & H hung onto a 41-40 lead. Part of their success was due to the shutting off of Rowyco forward Sandy Armstrong. Armstrong, 6'1", placed third in intramural scoring with an average of 19.7 points per game. Although the Rowyco picked up a total of 16 points, he was credited with only two hoops from the field. The T & H chances improved when he fouled out early in the fourth quarter.

The score was still knotted with less than three minutes remaining in the game. All the remaining starters from both teams were in serious foul trouble. The harassment of the T & H defense had plagued Rowyco throughout the game. It was the defense that finally broke the see-saw battle open in the final minutes. Guard Frank Patterson forced a Rowyco turnover and then was fouled. By sinking both baskets, Patterson moved T & H from a three to a five point lead. Playing under pressure, Rowyco gave up another turnover and T & H promptly moved into a stall.

George Metcalf scored the final points of the afternoon with a driving lay-up at the buzzer, but it was far too late to help the fading Rowyco team. Undefeated, T & H had come out on top again, 62-56.

The T & H starting guards, carried away top scoring honors for both teams. Patterson had the game high with 19 points and Rudy Flores followed with 17. Flores, particularly effective from outside the key, sunk a 25 foot shot in the fourth quarter. Center Alan Graham, along with forwards Phipps and Bob Schwirzke, made up the rest of the starting T & H team. Subs Larry Cutting and Bill Casillas were invaluable in the latter stages of the game when the regulars all ran into serious foul problems.

For Rowyco, center Bob Strech shared top team scoring with Armstrong with 16 points each. Tim Crowley was responsible for repeatedly breaking up the T & H zone and scoring inside. Metcalf, John Nigro, and Bob Lopez also participated in the losing effort.

In overall scoring competition for the entire season, Frank Patterson aced out Jim Perry with an average of 20.87 points per game to Perry's 20.75.

Cal State's intramural program continues this spring. Co-ed softball competition is scheduled to begin next week.



ROWYCO — Standing, from left to right: Tim Crowley, Bob Strech, George Metcalf, and Bob Lopez. Sitting, left to right: John Nigro, and Sandy Armstrong.

Everything you've always wanted to know about metabolism ... but were afraid to ask

Let's play a new game that has a very simple set of rules. First we'll need two to four players, seated around a Monopoly-like board. Each player starts the game with 18 carbon atoms of one color and two adenosine triphosphate molecules, represented by plastic tokens or poker chips.

Then, nine oxygen and enzyme cards are dealt out to each player. There are three ways to move: by carbon entry, enzymatic reaction and oxidative phosphorylation.

If you understand all of this so far, you are ready to begin to play. But if by chance you still have trouble comprehending, don't feel too badly, since the game is not exactly Monopoly.

METABOLISM, as the game is called, came out of the imagination of Dr. Richard Goodman, Cal State associate professor of biology. It is a game of biology created by Dr. Goodman to help increase his students' understanding of intermediary metabolism. This is a series of chemical reactions occurring in organisms as they break down food material for the release of energy.

Each player is a living cell faced with the problems of acquiring energy (ATP) from carbon compounds. The tokens are moved on the board as the players carry out various enzymatic reactions.

The players must accumulate a combination of cards that will cause a reaction generating energy. He then receives the number of ATP's that were created by the reaction. A player wins when he accumulates 50 ATP's.

The object of the game is to gain the most amount of energy, which is a medium of exchange in biological systems, just as money is the medium of exchange in Monopoly. The oxygen and



NO, IT'S NOT MONOPOLY? It's an invention of Dr. Richard Goodman, called Metabolism, and the requirement for playing is an understanding of certain concepts of biology. The game, first played in class last quarter, demonstrates chemical reactions which produce energy. Harold Kiever, at left, accepts a carbon atom discarded by Sherri Kinsey while Roy Kinsey (chin in hand) ponders his next move. Awaiting their turns are Daryl Baird, (with pipe) and David McKenna (at right).

enzyme cards correspond to certain chemical reactions.

All metabolic reactions are regulated by specific enzymes. An enzyme is a biological catalyst. This is the point that **METABOLISM** was designed to illustrate to students, since certain enzyme cards are needed to carry out specific reactions.

The idea for **METABOLISM** came to Dr. Goodman in his first year at CSCSB, 1967-68, while writing material for one of his classes. He decided it would be fun to devise a game pertaining to biology. He did not get around to the actual development of the game, however, until two years later.

Dr. Goodman would play the game at home with his family, including his daughter who was 11 years old at the time. It took over a year to work out all of the

kinks and gradually improve the game.

Copies of **METABOLISM** have been sent to a number of game manufacturers around the country by Dr. Goodman. So far, he has received one favorable response. He does not foresee his game becoming available on the commercial market since it is too complicated for people who do not have some background in biology. Rather it is designed to help biology students learn biochemical principles enjoyably.

The game was played in one of Dr. Goodman's classes last quarter and was met favorably by the students.

So if you happen to be walking by one of the biology labs and see a group of students seated around a funny looking board playing cards with a pile of poker chips

don't be alarmed. It's only Dr. Goodman's class learning about intermediary metabolism and adenosine triphosphate molecules. Pawprint



Happenings

Friday: **ENGLISH MAJORS** (meeting), 9 a.m., C-113; **HOOT**, 8 p.m., C-117.

Tuesday: **CHRISTIAN LIFE**, 12 noon, C-113; **FACULTY SENATE**, 2:30 p.m., PS-122.

Wednesday: **CERAMICIST LECTURE** (Susan Peterson), 2 p.m., PS-10.

Students fight to take Pill

Northridge, Calif. -(I.P.)

A controversial directive which would end college participation in the area of birth control was officially opposed recently by both the Associated Students Senate and Dr. Addie Klotz, director of the student health center at San Fernando Valley State College.

(California State College Chancellor Glenn Dumke has delayed a decision on a resolution which levies a ban on birth control information and treatment services by state college student health centers.)

Three student body presidents were appointed by the chancellor's office as student representatives to a committee to decipher information "from all the constituencies." Bill Jones, Associated Students president of Fresno State College; John Twitchell, A.S. president at San Francisco State College; and Rick Apalka, A.S. president at Long Beach State College, filled the positions.)

The Senate action culminated large amounts of lobbying by members of Valley State's ecology action organization. Ron Eber, director of Ecology Action, said "if health centers are funded by students, then they must have the facilities that students need."

Dr. Klotz explained that "situations existing on the campus have even kept us from obtaining state money for building a health center on the campus. This is why we were forced off-campus," she added.

Dr. Klotz explained that she had first become aware that state college officials were interested in the services of student health centers when she received a questionnaire from the chancellor's office last year. The questions, said Dr. Klotz, dealt with the extensiveness of birth control services offered by the center.

Dr. Klotz, who became very concerned with possible actions from "higher up" said she had asked Dean of Students Edmund Peckham if she could attend a meeting at which he was representing Valley State, along with the deans of students at two other state colleges.

According to Dr. Klotz, Dr. Peckham had explained that "no outside medical au-

thorities would be permitted at the session." She charged however that a physician from the North American Aviation Company was present at the meeting offering "his professional advice."

"The chancellor's (original) directive is surely a one-sided communication," she added. "They surely don't consult the students on the campuses as to what

medical assistance they need," Dr. Klotz said.

According to health center information, approximately 25 per cent of the center's clientele is concerned with birth-control services. "It seems to be a shame, when even the medical profession cannot dispense information without policy guidelines," she concluded.

Union: Now or 1990?

By ERIC COHEN
Assistant Editor

Once again, Cal State is trying to get it all together, planning for a badly needed Student Union (building). Twice in the past, CSCSB students have rejected the proposal.

Breck Nichols, ASB treasurer, told **Pawprint** that in both the 1969 and 1970 student body elections the Student Union proposal was unable to obtain the necessary two-thirds majority necessary for a go-ahead.

"According to state law, we need two-thirds of the votes in the elections, not two-thirds of the entire student body," he stated.

The Student Union issue will appear on the upcoming election ballot, scheduled for late April.

"This may be our last chance for any kind of construction," observed Nichols. "Each year the costs of getting underway increases. If we don't pass it this year, we might as well wait until construction begins according to the master plan, somewhere around 1990. The way things are going now, we might not have a student union until the year 2000."

Nichols emphasized that the building would be "built by the students, not by the state." He added that costs would come from an increase in the quarterly ASB fees. The increase would

probably be around \$3.50 per student. Any additional fees could not exceed a state imposed ceiling of \$6.50.

The proposed plan is for construction of one wing of the Student Union on the master plan. The building would be half as large as the PS Building.

In pointing out some of the issue's problems, Nichols said that "people speculate, they feel they are paying for something they will never see." In the past elections, opposition to the Union has stressed the possible "take-over" by the administration.

"It just isn't true," replied Nichols. "There are a few rules required by state law. We have to have a janitorial staff and a clerical assistant, but that's just about it."

Seniors will not be required to pay any increase in fees.

Nichols fears that "we are too concerned with ourselves to give other people a chance to start. The project

will take two to three years to complete. But I think that now is the time to get things done."

Guitar courses offered

Two courses in folk guitar are being offered in April for the folk guitar enthusiast and beginner under the Cal State extension program.

"Folk Guitar (Part One)" is designed to enable people with no previous training in music to accompany individual or group singing. Chords in the keys of D, A and G, right-hand rhythm patterns and folk songs appropriate for classroom use are also introduced.

The class will meet for nine Thursdays from 7 to 9:45 p.m., beginning April 15, in room 104 of the Cafeteria. Fees for the three quarter-unit course amount to \$38.25.

The second course, "Folk

Guitar (Part Two)," is a continuation of the first course. The keys of E, A minor and C will be introduced along with calypso rhythms, bass runs and variations on strums learned in part one. Part two is intended for persons who have completed part one or who have taken some other beginning course in folk guitar.

Classes will be held for nine Tuesdays starting on April 13 from 7 to 9:45 p.m. in room 104 of the Cafeteria. The three-quarter-unit course costs \$38.25 in fees.

Registration for the two courses is at the first or second class meeting. Students must provide their own guitars.

Machismo is part of Chicanismo

By SUSAN GARCIA

As I read the article entitled "Machismo is manhood" by Valery Linn, I became more and more troubled and confused.

I would like to take this opportunity to explain and clarify statements I made to Mrs. Linn which, I feel, she used in different contexts than (those) I had intended.

To begin, I believe the concept of *machismo* is very much a part of the Chicano culture. This concept has historical beginnings which date back to our Aztec ancestors. The concept has survived until now, although certainly with modifications, and no doubt will continue to survive. The survival of this concept will be due not to those who, in their insecurity and search for identity, abuse the concept in practice, but will be maintained because of the integral aspect of Chicano unity, the family, which in practice and theory will hand down this tradition.

Next, I go to the statement that Chicanas "... are starting to question the movement and its men." I feel this to be a totally erroneous statement. Chicanas are not questioning the movement but the role and positions that they have, up to this point, been delegated in the movement. Many Chicanas and Chicanos are beginning to real-

ize that the Chicana will be taking a much more responsible and creative part in the movement than she has in the past. If this is due to more education on the part of the Chicana, or, perhaps, an awareness of her potential by both Chicanos and Chicanas, I do not know.

As more and more people involved in the movement become aware of that potential, the Chicana will emerge from the position of "paper filing and wifely" duties. This is not to say that these duties are unimportant. On the contrary, "busy work" is an integral part of any organization, and the mother

and wife of the Chicano family is that central person who unites and gives strength. But now people are realizing that these two areas are not the sole areas in which the Chicana can contribute to the success of (the) movement.

The overall impression of the article is that the Chicano movement and, closer to home, MECHA is at a standstill and has accomplished little, if anything, in its efforts because of a clash in its ranks. Here I would like to bring out some of the accomplishments of MECHA members (both men and women) on this campus:

In the Spring of 1970, MECHA asked for and received permission to re-

open recruitment of Chicano students and succeeded (through their own efforts) in increasing the number of Chicano students enrolled in the EOP for the fall of 1970.

MECHA also proposed and received an opening in the EOP staff for a Chicano.

Currently, MECHA has co-sponsored a proposal for a Community Services Tutorial Program, to be funded by ASB, to provide tutorial services in reading to needy children in local schools. Not only will it provide much needed aid for children with poor reading skills, but will also open new job opportunities for qualified CSCSB students.

Along with this, MECHA has worked all year on a proposal to name the new library the "Ruben Salazar Memorial Library." The proposal has already re-

ceived ASB and Faculty Senate support and will be sent to the Board of Trustees for final analysis and approval.

These are only a few of the things that MECHA, through a concerted effort of male and female members, has accomplished.

Finally, I would like to end my letter with an apology (not for what I said, but for the way in which my statements were misconstrued) to those members of MECHA who feel I was rejecting a beautiful and important aspect of our Chicanismo. I assure you, I was not. I was merely trying to point out areas in which I felt the Chicana had not been allowed to develop her full potential, not because of the false inadequacies of a concept, but because of what seems to be an unawareness of that potential.

Prof to attend seminar

Dr. John Hafstrom, chairman of the math department at CSCSB, has been selected to attend a summer seminar at Williams College in Massachusetts.

The six-week seminar, limited to 30 college math teachers, will focus on probability and statistics. It is sponsored by the Mathematical Association of America, with support from the National Science Foundation.

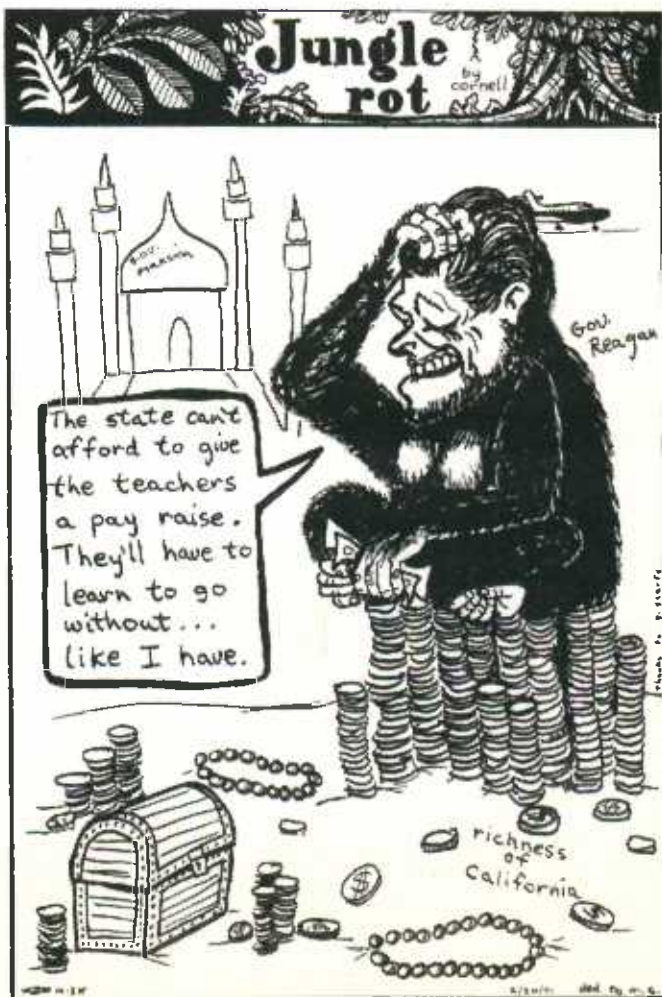
Prominent mathematicians will lead the seminar, which has twin goals: to increase the mathematical ex-

pertise of the participants and to improve math instruction by encouraging them to share their experience with colleagues.

The summer institute begins June 21.

Professor Hafstrom, author of two college math textbooks, came to CSCSB in 1965 from the University of Minnesota, Duluth, where he also was math department chairman.

He has been director or instructor in a number of NSF-sponsored math institutes for teachers in the past.





by Rick Mitz

Sensitivity is not a game

First there were hula hoops. Then Barbi Dolls. Madras shirts, the Twiggy Look, paisley everything. Nehru jackets. And before that: flagpole sitting, goldfish swallowing.

And now -- self awareness. Instant. Here and Now. I and Thou. Perception. Insight.

Honesty, openness. Meaningful, interpersonal, and other assorted relationships. Breaking down barriers, empathize, sense experience, touchie-feelie, Gestalt, reality therapy, T-group, venting hostilities. Tactile communication.

Sensitivity training.

Not since hula hoops, Barbi Dolls, et al, has anything so utterly open and honest swept the country. People yearning for that instant nirvana sit around for hours in groups - for a price - touching and feeling, throwing around pillows and no-no words, rubbing backs and psyches, doing the "sensitivity thing," a Dale Carnegie game of the third ear.

They truck on out to Esalen, treating the Big Sur with respect, reveling in meaningless-meaningful relationships, a series of one-shot sense experiences with themselves, coming up against the mind's wall, a pervasive sensitivity often only toward their own needs and feelings.

ENCOUNTER STUDY NUMBER ONE

A guy in Mary's psychology class at a large university urged the rather naive girl to attend his T-group to, as he put it, "see what it's like." She attended the tactilely-oriented group and found her virgin experience, as she put it, "interesting, but . . . well, he kept telling me to open up and be honest, and to do so he had to put his hands in the strangest places. I thought sensitivity was supposed to be in the mind and not in the, ah, private parts." The boy took her home after the meeting and, as Mary said, "His 'sensitivity' didn't end until I finally told him to leave my apartment."

Part of the problem with sensitivity training may be the people who are involved. They use encounter tactics the

way children use blankets, addicts use dope, bored housewives use shrinks.

They know the game well, often making up new rules as they go along, indulging in other people's senses as well as sensitivities. Those who don't meet the standards of sensitivity, openness, honesty - use your own word - often are disciplined into becoming sensitive. Brutal words and angry cries create pain-ridden minds. They adopt the jargon, making it part of themselves, using the present as it becomes the past.

Another malady of sensitivity training is the word "training." Dogs are house broken. Children are toilet trained. GIs undergo drill training. But people cannot go to an antiseptic obedience school of the senses and expect to be trained in something as untrainable as sensitivity and awareness. You can lead a man to awareness, but you can't make him think it.

According to Mr. Webster, training means "to draw along, to drag . . . to instruct or drill in habits of thought or action . . . by discipline."

When people are trained into being sensitive, something is wrong. Sensitivity is, after all, different things to different people. Honesty for honesty's sake is not always the best policy, and an ego-trip into someone else's mind may be hazardous to mental health.

Sensitivity cannot be taught or learned in a group, just like marriage cannot be taught by reading a manual. A regular sensitivity attender - the sensitivity groupie - is not unlike the regular churchgoer who prays Sunday, plays Monday.

ENCOUNTER STUDY NUMBER TWO

In the first (and last) sensitivity group I was involved in, Larry, a shy, short, fattish college student majoring in pharmacy was provoked by the leader of the group, a Charles Shultzian Medusa with a large mouth and abrasive personality, to tell the group why he was interested in self-awareness. He went on for more than 20 minutes talking of his past (which is something one never does in a here-

and-now encounter group) - analyzing his parents and his former girl friend and his eighth grade math teacher and everything he could think of that had led to his interest in self awareness.

At the end of his speech, the leader shouted: "Boring! Boring! That's the most boring - I mean BORING! . . . thing I've ever heard." And then she yawned and turned to me. "Isn't that the most boring thing you've ever heard?"

"No," I told her - in my most sensitive manner - "I found it rather interesting, actually."

Larry looked around for some help, some support, but received none. The leader went on. "Larry, that's the trouble with you - you're dull, you're boring. No one wants to listen to you because you're so dreary - except," she said, pointing to me, - except him."

The results of that meeting were not good. Larry, who used to be a nice, quiet, affable (although boring) pharmacy student, is now afraid to talk or, when he does, he prefaces everything with "This may appear boring to you, but . . ."

Although many people may be sincere about sensitivity training, there are those who have prostituted it. Openness and honesty in relationships is most important, but the route there also is important.

Sensitivity, however, has become a fad; something in vogue that the jet set - who remember the good old days of NTL - consider chic. A woman I saw recently was wearing a brightly-colored, mod outfit. "Where did you get it?" somebody asked her. "Oh," she said off-handedly, "It's just something I picked up at Esalen."

But sensitivity isn't something one "just picked up at Esalen." It should be an integrated and spontaneous part of one's life. But what evolves from the training, hurt and destruction, is not a Dear Abby of the larynx, a new set of cliches and verbiage, and a new, improved awareness toward - awareness.

Openness and honesty.

The hula hoop was open and honest, too, but at least it never hurt anyone.

Pot is hot...

ALL RIGHT, you pot-heads. I'm here on behalf of your parents, your girlfriends, teachers, brothers and sisters, and the liquor industry to tell you about some facts of life. I won't talk about the facts of life as concerns the birds and the bees since I assume all of you have had biology in one fashion or another; what I have to say is much more important.

There has been a lot of talk lately among the young and their misguided mentors that pot should be legalized. They say that because alcohol is legal, pot should be also. Now, this is like saying because Hitler killed six million Jews we should kill six million Vietnamese.

Let me tell you a few facts: for one, **ANYONE** can smoke pot, but it takes a real **MAN** to hold his liquor!

Liquor is a legitimate culinary condiment. Can pot be used to make lamb flambe, Peking duck, chicken saute normandie, or holiday punch?

Liquor has medicinal properties. Doctors prescribe it for coughs and nerves, and nurses give it to blood-donors to replace the blood.

Liquor creates taxes, and thus helps support our schools and hospitals.

Liquor causes hangovers and thus discourages frequent usage, whereas pot is absent of this important after-effect.

Pot is unsanitary, not being manufactured under FDA supervision and inspection while liquor, which is mostly alcohol, ethanol to be specific, is inherently aseptic. In fact, ethanol is used by doctors and nurses to sterilize the skin.

Smoking pot encourages the smoking of tobacco, a medically **KNOWN** carcinogen which causes cancer, emphysema, tuberculosis, rheumatic fever, colera, mononucleosis, rabies, and VD.

Smoking pot also pollutes the air, creating harmful carbon monoxide and other deadly hydrocarbons, and also burns up the oxygen which belongs to our children, wives, and families.

A most important point is that you can always smell an alcoholic because of the peculiar properties of alcohol, but you can't smell a pot-head unless he hasn't had a shower in a while. Thus, pot-smoking, in contrast to drinking, is an invidious, clandestine, secretive habit.

Liquor can be mixed with other wholesome foods like olives, tomato juice, orange juice, coke, milk, eggs, sardines, anchovies, and onions to provide a balanced diet. Pot, on the other hand, is

a non-nutritive, carcinogenic, debilitating poison.

And finally, the **CRUNCH-ER!** Liquor is legal while pot is not. To paraphrase Ogden Nash:

Pot
is hot
But liquor
is slicker.

If liquor was not good for us would our legislators make it legal? And conversely, if pot was not harmful, would it be outlawed? We adults, because of our greater experience and intellectual maturity, know better than any bunch of wild-eyed, long-haired, immature, bigoted, adolescent college kids.

Comments favorable to this viewpoint will be happily welcomed.

Keith Glaser

Smith ain't bad

There is very little that can be said about World Civilizations I and II separately because they are so similar, when taught by Dr. Smith. For this reason, I chose to review them together, and to contrast their differences as I see them.

Students must realize that at the beginning of a course such as World Civ I or II, it is very difficult to successfully teach a class of more than 100 students, but, on the whole, Dr. Smith does his job to a fantastic degree. He is probably one of the most interesting lecturers on campus.

There are many faults as well as credits to Dr. Smith's method of teaching, and I will deal with his credits first: Among the many good things about his class, he tells the student almost exactly when to take notes and when not to. He does this by little catch phrases, e.g., "This is pure window dressing," or, "Now get this." Another good point is his use of audio-visual techniques. This is a great help to the student, although these methods were used too much in Civ I and not enough in Civ II. The best point is his lectures; they are superb. The final point in Dr. Smith's favor is that his tests are not that difficult to pass, even if you don't always come to class.

Dr. Smith's faults, although there are not near as many of them as credits, are notable. The most important of these is the lack of mention of history of the black people in Africa, not just the Egyptians, but the rest of Africa. Nobody can tell me that the rest of the continent stagnated while history progressed.

Reflections of a President



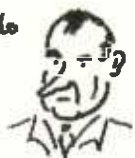
There is
not a
word of
truth
in it.



I am not
dirtier
than most
and
cleaner
than many



What I do
I do for
my
country



If I must
be slandered,
let it be
the
truth



People may
say I am
a "dirty
politician"



But
it
ain't
so



The term
is
Redundant



... man's oldest rationale

By VALERY LINN

Astrology is one of man's oldest means of explaining the universe and his relationship therein.

The study of the stars is mentioned in the Bible many times; and, on several occasions, Shakespeare uses the effect of stars on men in his plays. Much of today's music, art, and theater relies on astrology for its substance. Even people who sit down for a game of poker are playing with cards that have astrological meaning: the four suits represent the four seasons -- winter, spring, summer, and fall; the twelve royal cards represent the 12 signs on the Zodiac.

Astrology conformed to the philosophies of the Greeks and Romans and is believed to have been practiced by the Egyptians as well as the Chaldeans. In ancient times, the Arabs were considered the most skillful in the knowledge of the stars.

Astrology gained such widespread acceptance that it was the only occult science not condemned by the Church. From St. Augustine to St. Thomas Aquinas, teachings on astrology are hesitant: "They disapprove without completely rejecting," says Grillot de Givry in his book *Witchcraft, Magic and Alchemy*. "They do not deny the accuracy of the horoscope and they do not attribute the creation of this science to the Devil. The problems theology had with astrology were many. Can the future be foretold? Many prophets foretold the future. Hence the future is determined in advance within the prescience of God and so becomes a fatality which man cannot escape--but according to theology, man possesses free will and the Divine Grace is never refused him. He is free to choose between good and evil. But God knows in advance what man will do; therefore He Him-

self has determined it. And to say he does not know it; then He does not know everything and is not omniscient."

There are two opposing schools of astrology. "One," according to de Givry, "asserts that the stars are nothing more than 'signatures' indicating simply the events in the lives of men, while the other asserts that the stars have a veritable 'influence' upon the human body and all beings in general."

As late as the 17th century, all persons of quality and wealth hired astrologers to chart the "schemes" of new-born infants at birth. The astrologer would find indications as to the character, morals, and health of his subject. All events, happy or otherwise, could be predicted by these "schemes." The date of death would be clearly indicated, especially if it were to be violent.

The ancients established the existence of seven mobile, celestial bodies which

they called planets: the Sun, the Moon, Mercury, Venus, Mars, Jupiter, and Saturn. But it wasn't until modern times that Neptune, Pluto, and Uranus were added; here enters a third school. (Traditionalists in astrology claim that astrology reached its perfection centuries ago; therefore, these new planets are not required for prediction.)

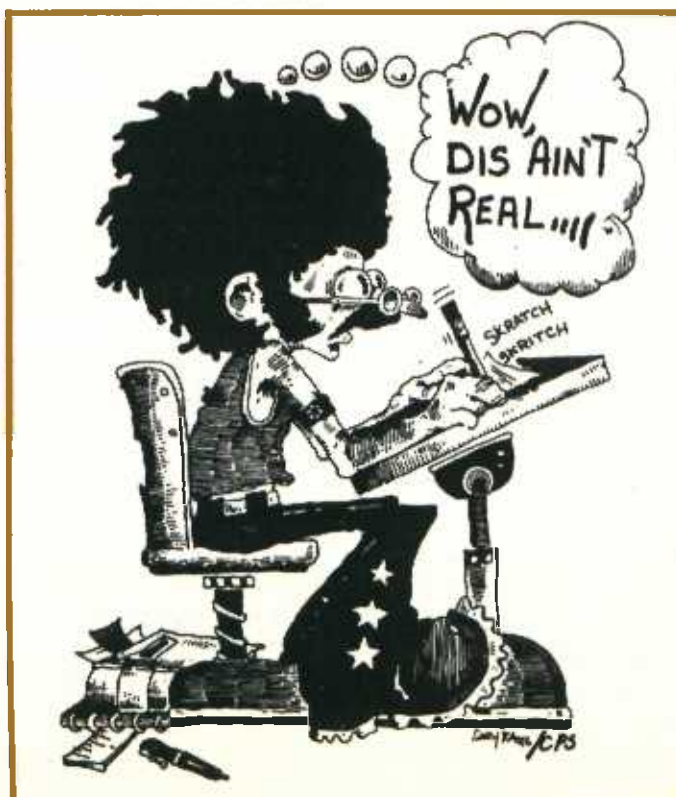
Besides the group of planets, 12 fixed constellations were charted: the ram, the bull, the twins, the crab, the lion, the virgin, the scales, the scorpion, the archer, the goat, the water-carrier, and the fishes.

Astrologers call the angular distances from time to time, subsisting between the planets in the celestial vault, "aspects." The interpretation of these aspects forms the basis of astrology, celestial space being divided into 12 parts called "houses." Each part includes 30 degrees of the Zodiac and corresponds to a particular phase of human life.

The Moon is the planet of brooding and melancholy; she is friendly to the Sun and hostile to Mars. Mercury is the planet of commerce and the arts; he is friendly to Jupiter and hostile to Saturn. Venus, the planet of love, is friendly to Mars and hostile to Saturn. The Sun presides over glory and riches; he is hostile to Mercury and Saturn. Mars presides over war and battles; he is hostile to the Moon and Mercury, but friendly to Venus. Jupiter is concerned with honors and physical beauty; he is hostile to Mars. Saturn is the most "inauspicious and malefic" of all the planets; he foretells accidents, violent deaths and disasters.

Lacking what is now called the "analytical method," it is believed that all astrological notions had their counterparts in man. So astrologers installed the whole planetary system in the human body. This is sometimes referred to as Microcosm: Aries -- head and face; Taurus -- throat, ears, and jaw; Gemini -- arms, hands, shoulders, and respiratory tract; Cancer -- the breast, and stomach; Leo -- heart, spine, and back; Virgo -- small intestine, and abdominal cavity; Libra -- kidneys, lower back; Scorpio -- colon, bladder, and sexual organs; Sagittarius -- hips, thighs, and the sciatic nerve; Capricorn -- knee, joints, and bones; Aquarius -- lower legs, ankles, and blood circulation; Pisces -- the feet.

Does astrology really work? A popular true story tells of a man who believed so: After discovering through the stars that he was to die on a certain date by starvation, he arranged for it to happen so that the stars wouldn't lie. (Astrologers claim that it doesn't matter how it happened, only that it did happen.)



Indifference can lead to violence

Emporia, Kan. - (I.P.) - Indifference to teaching and concern over the entire "educational process" may be the major factors resulting in student unrest on college campuses across the country, according to Laurence Boylan, dean of graduate studies at Kansas State Teachers College.

Dean Boylan recently completed a year-long tour of colleges in the United States and Europe. He says "the main reasons for student unrest by moderate students are to be found in the educational process of the colleges and not in social issues."

He visited 35 schools in the U.S. and Europe and came back convinced there are "serious and critical shortcomings in the educational process in higher education."

Dean Boylan said campuses are divided into "camps." Students and sometimes some faculty members make up one camp, he said, and the other is composed of faculty and administration and sometimes trustees. "Coordinated purpose and direction is impossible where polarization occurs," Dean Boylan continued.

Students desire an integration of subject matter with personal development and faculty continue to place emphasis on facts and information, Dean Boylan said.

Too often, he stressed, students are accused of being interested only in "relevance" with no course content, history or factual base for their judgment. "The indictment is false," he said, "but we don't understand that. We just keep giving our lectures."

On too many campuses, Dean Boylan said, "the student is the only segment that is interested in the learning process."

He lists these characteristics of the "protest prone campus":

1. The aims and purposes of faculty, students, administrators and trustees are not in congruence.

2. Lack of coordinated purposes in the areas of teaching, learning and inquiry.

3. Indifference of the faculty to instruction and other aspects of the educational process.

4. Teaching not having a basis in psychology of learning.

5. Research in many instances is not coordinated with the teaching function.

6. People are not considered as a major segment of the educational process.

The "system" is what is left after people have been squeezed out.

7. Lack of coherent philosophy necessary for campus cohesiveness.

8. Facts and information constituting the major aim of education.

9. All segments of the campus are not involved in the decision making process.

10. Grading procedures, course and degree requirements are not reviewed.

11. Authoritarian attitudes used by faculty and administration in educational process activities.

12. Lack of warm relationships among faculty and students.

13. Lack of experience leading to involvement of

students in the process of a subject matter area.

14. Educational experiences not related to living in today's world.

15. Availability of militant student leadership is required to involve moderate students in protest.

16. Difference of opinion with regard to all these factors results in a polarization of position by students and campus structure.

Dean Boylan's trip provided him with a room full of documented evidence that "there may be a relationship between social issues, statements and actions by President Nixon and Vice President Agnew with unrest, but they are not basic casual relations."

Library ready by June (?)

By ROBERT CORDERMAN

in preparing 12 units in the basement as well as putting together air conditioners to accommodate them.

The most talked about problem is the delay caused by the tearing out of the building's original carpets and replacing them with new ones. The school had originally specified that the carpets, valued at \$25,000, would be static-free nylon, containing copper wiring. After two floors had been covered with the first rugs, school personnel noticed that when they walked on the carpeting, then touched something, "sparks (went) flying all over the place."

Officials then took a sample of the material and sent it to a state laboratory to determine whether or not the wiring had been woven into it. The report stated that it hadn't. Another three to four weeks passed before the carpet company would take the blame for the error.

The rugs were then peeled

off (the carpeting is glued to the concrete floors) and re-installed.

Later, a subcarpenter, cleaning the Library's walls with muriatic acid, slopped the chemical on rugs in seven or eight rooms. The carpets were either spotted or eaten up. New carpets had to be installed.

Another job had to be redone when it was discovered that some of the plastering didn't stick to the concrete walls.

To guarantee that everything is done to the school's satisfaction, CSCSB is holding \$200,000 of the total payment. But looking at the finished product, Thomas said that school officials are "very pleased."

Classes will move into Library classrooms, located on the second floor and basement, this month;

movers will start transferring library books, etc., to the new site during the summer break.

Golden, Lee receive grants

Two members of Cal State's English department are receiving research grants from the National Endowment for the Humanities.

Dr. Bruce Golden, assistant professor of English, was awarded a fellowship for the 1971-72 academic year. He plans to spend most of the year in England doing research and writing on English and Spanish tragedy in the 16th and 17 centuries.

Dr. Robert A. Lee, asso-

ciate professor of English, will receive a stipend for study during the coming summer. He will use his grant to continue his research in Black literature.

The National Endowment for the Humanities, a federal agency, provides grants to help thinkers, researchers, scholars and writers to develop the humanities as a source of insight into human problems.

Studies that contribute to a better understanding of current national concerns as well as more traditional studies are eligible for support.

Only 120 fellowships and 120 summer stipends are awarded annually to young humanists selected from applicants throughout the United States.

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Student evaluation

Continued from page 1

The form asks students to rate faculty members on a scale from one (outstanding) to five (poor) in 15 different areas. These are:

1. Creates confidence in his knowledge of subject matter.

2. Emphasizes generalizing concepts as well as facts.

3. Stimulates independent thinking about subject matter.

4. Raises questions which broaden academic interests.

5. Interprets abstract ideas and theories clearly.

6. Presents materials in a well-organized way.

7. Speaks with a clear voice.

8. Uses class time effectively.

9. Encourages student participation (where class size permits).

10. Permits wide range of opinion in discussion (where class size permits).

11. Motivates students to do their best.

12. Creates confidence in his grading procedures.

13. Is available outside of class for discussion (where class size permits).

14. Assigns readings pertinent to course objectives.

15. Designs examinations and assignments that are clear.

All results will be considered confidential, officials emphasized. Students will learn of such "only if the faculty member in question decides to tell them."

EUROPE

ISRAEL EAST AFRICA

Student Travel Discounts.
Contact Amit Peles (714) 735-9140 or 737-4684.
1562B-Pleasant View Ave.,
Corona, Calif.

PLACEMENT OFFICE-UPCOMING RECRUITING DATES

April 8 - Hacienda La Puente Unified School District
April 13 - Burroughs Wellcome (Pharmaceutical Sales)
April 13 - Peace Corps
April 14 - Aetna Life Insurance Company
April 15 - Lancaster Elementary School District
April 16 - Northwestern Life Insurance Co. (Intern Program)
April 20 - Connecticut Mutual Life Ins. Company

CARE TO LEARN THE FACTS OF LIFE?

Specifically, Northwestern Mutual Life.

An NML representative will be on campus Friday, April 16 to interview men and women interested in learning about the NML life underwriting career.

We're big — world's largest company specializing in individual life insurance, and among the nation's 30 largest corporations.

We're solid — 6 billion of assets; \$18 billion of life insurance in force, and 113 years of experience.

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Arrange an interview at your placement office. Persons interested in individuality and humanistic work are especially welcomed.

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Campaign Chairman
Robert Young:

Many handicapped
children need help...

**GIVE TO
EASTER SEALS**

March 1-April 11

LEGAL ANNOUNCEMENT

Student Union election to be held April 22nd for the purposes of: (1) Construction and operation of a Student Union Building, and (2) assessing Student Union Fee to be paid by all students.

Where: Flag Pole Area
When: Thursday, April 22
Time: 7:30 a.m. - 4:30 p.m.
Eligibility: Under State Law, only regularly enrolled students are eligible to vote.

SHANIZEN PHOTOGRAPHY

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4252, 875-5504.

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L.A. to LONDON return from Amsterdam

June 15/Sept. 15	\$ 269
June 28/Sept. 7	\$ 269
June 25/Aug. 26	\$ 269
Aug. 26/Sept. 26	\$ 269
Sept. 2 One Way to Ams.	\$ 136

Immediate ticketing for discount flights London to Tel
Aviv \$77, to Athens \$52.80, to Bombay \$150, to Nairobi
\$150. Large discounts on cars and many other flights.

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SCHEDULED AIRLINE EUROPE CHARTER FLIGHTS

all flights are new with out except the following, on which space would available

10 Sept.	June 1 to June 14	Los Angeles - London	\$280
11 Weeks	June 15 to July 1	Los Angeles - London	\$280
12 Weeks	June 15 to July 20	Los Angeles - London	\$280
13 Weeks	July 25 to August 22	Los Angeles - London	\$280
14 Weeks	July 27 to Sept. 10	Los Angeles - London	\$280
15 Weeks	August 8 to Sept. 5	Los Angeles - London	\$280
16 Weeks	August 22 to Sept. 19	Los Angeles - London	\$280
17 Weeks	August 27 to Sept. 15	Los Angeles - London	\$280
18 Weeks	Sept. 15 to Oct. 10	Los Angeles - London	\$280
19 Weeks	Sept. 17 to Sept. 24	Los Angeles - London	\$280
20 Weeks	Sept. 17 to Oct. 10	Los Angeles - London	\$280
21 Weeks	Sept. 17 to Oct. 10	Los Angeles - London	\$280
22 Weeks	Sept. 17 to Oct. 10	Los Angeles - London	\$280
23 Weeks	Sept. 17 to Oct. 10	Los Angeles - London	\$280
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48 Weeks	Sept. 17 to Oct. 10	Los Angeles - London	\$280
49 Weeks	Sept. 17 to Oct. 10	Los Angeles - London	\$280
50 Weeks	Sept. 17 to Oct. 10	Los Angeles - London	\$280
51 Weeks	Sept. 17 to Oct. 10	Los Angeles - London	\$280
52 Weeks	Sept. 17 to Oct. 10	Los Angeles - London	\$280

Sorry, limited to Cal State students, staff, faculty and family.

Additional dates on request. Please call!

Thomsen, 7528 Capistrano Ave., Canoga Park,
Ca. 91304. 213-883-6865,

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